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ABSTRACT

This collection of 20 classroom activities, games, and problem sets has been revised over several years to fit the changing needs of students. They are designed to introduce students to world cultures through activity participation in the areas of science, reading, mathematics and art. The various cultures explored include: ancient Egypt, ancient Ireland, Scotland, Islam, Africa, ancient China, and ancient Korea. Critical thinking activities involving both syntheses and analysis are presented. Thirteen sources for additional materials are given. (PPB)

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EXPERIENCE THE FULL SPECTRUM

OF SOCIAL STUDIES

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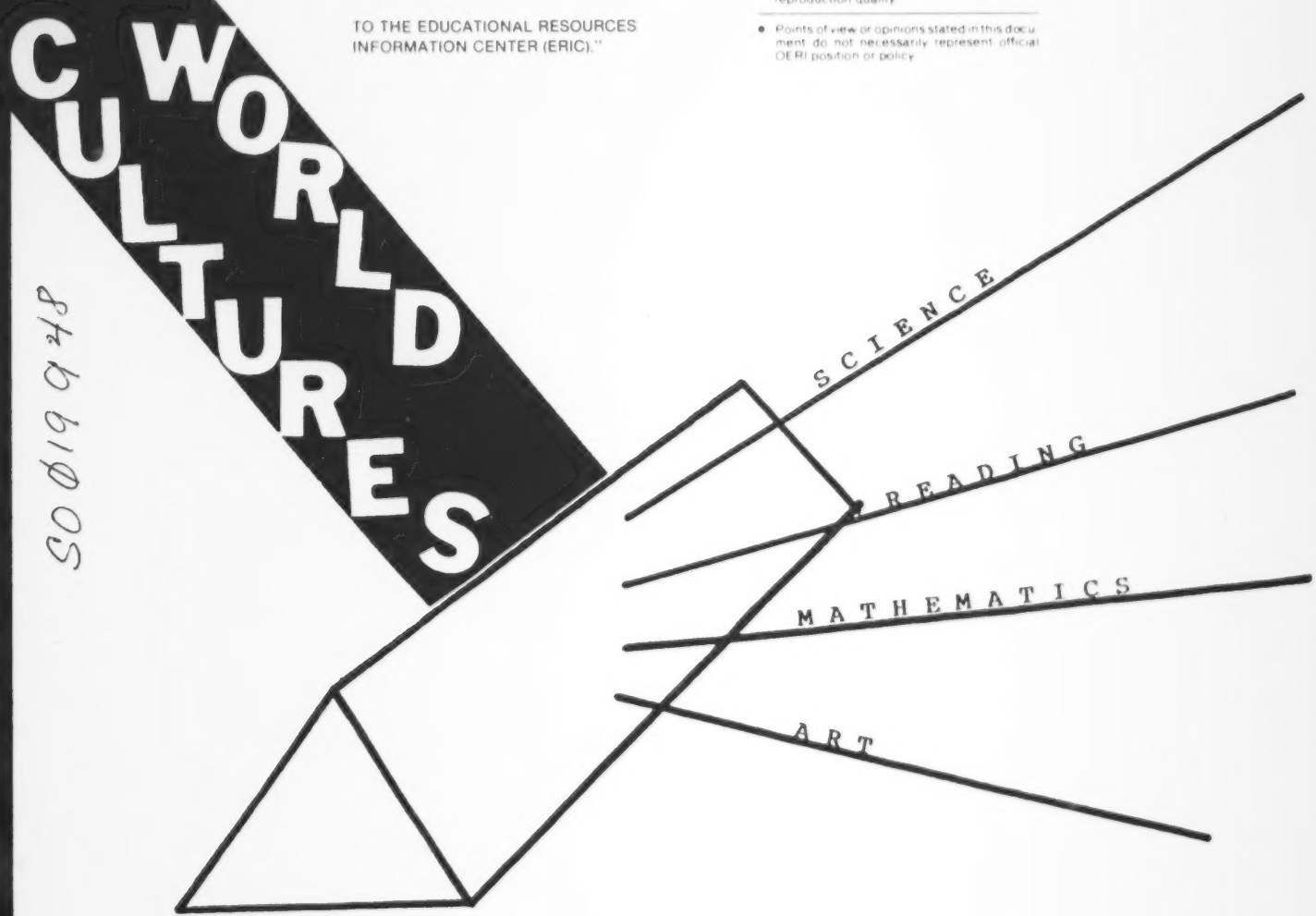

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ANCIENT EGYPT

HIEROGLYPHICS

Hieroglyphics were used over seven thousand years ago, it is the oldest kind of writing known to man. The Egyptians drew pictures to show the objects they were trying to describe. Few people could read the special writing. Priests and lawmakers used hieroglyphics to announce new laws, special events and holidays.

The picture signs were carved into stone or wood, sometimes they were painted onto papyrus paper. Colors were used sometimes to make the pictures look like the objects. Numbers can be shown using hieroglyphics.

1 = 1	11 = 2	111 = 3	1111 = 4
1 1 111 = 5	111 111 = 6	111 1111 = 7	1111 1111 = 8
1111 11111 = 9	∩ = 10	∩1 = 11	∩11 = 12
∩111 = 13	∩1111 = 14	∩ 11 111 = 15	∩ 111 111 = 16
∩ 111 1111 = 17	∩ 1111 1111 = 18	∩ 1111 11111 = 19	∩∩ = 20

= 100 = 1000 = 10,000 = 100,000

= 1,000,000 = ½ = 2/3

= 1/5 = 1/6 = 1/8 = 1/10

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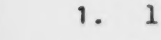
1. 11 + 111 = 

2. ∩1 + 111 + ∩∩ =

3. 1111 - 1 =

4. ∩ 1 1
111 - ∩ =

5. ∩∩ X 1111 =

6. + ∩ + 111 =

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ANCIENT EGYPT

SENET

One of the games played 5,000 years ago was called Senet.Over the centuries, Senet also became a game with religious meanings. Senet means "Passing." To the Egyptian people, the game meant the soul's passing through the underworld after death. The winner gained eternal life. Pictures on the board showed good-luck symbols and things people would need on their journey. Four Senet boards were found in King Tutankhamun's tomb.

Object of the game = to be the first player to move all five playing pieces through the 30 squares and off the board (only two can play at one time).
Materials; A. five pennies B. five nickels C. four ice-cream sticks D. red crayon or red marker

BEGIN: 1. Mark a red circle on one side of each stick.
2. Use the board and place pennies on even numbers and nickles on the odd numbers.
3. Decide who goes first, one player uses pennies the other uses nickles.

A. To move throw all four ice-cream sticks down every time. Count the number of sticks showing the red circles. If all four blank sides show than you move 5 squares.
B. You may move any piece. You can only move one piece on each throw. Two pieces cannot be on one square. You must throw at least a two or else you keep throwing
C. Second player now moves in the same manner.
D. If you land on the square occupied by your opponent, the opponent's piece is attacked and returned to the square from which you have just left.
E. If two or more of your pieces are in a row then you are protected from attack, and no other piece can land on those squares.
F. You must move forward if you can. If you can't then you must move backward. If you land on the other player's piece when you move backward, the other player's piece moves forward to the square you just left.
G. All moves must be taken, unless there is no place to go (then you lose your turn).
H. As you reach the end of the board, you must throw the exact number needed to get off the board.
SPECIAL SQUARES Beautiful House (26) = all pieces must land on this square before it can continue to move. If you are sent back to a lower square then you must land again on this square before proceeding. To land on this square you must throw the EXACT number.
House of the Waters (27) = if you land here, your playing piece "drowns." You can't move any other piece until you rescue it. There are two ways to do this. You can move the piece back to square 15, lose one turn and start forward again. If another piece is on square 15, go back to the next empty square, lose a turn, and start from there. The other way to rescue is to throw a four.

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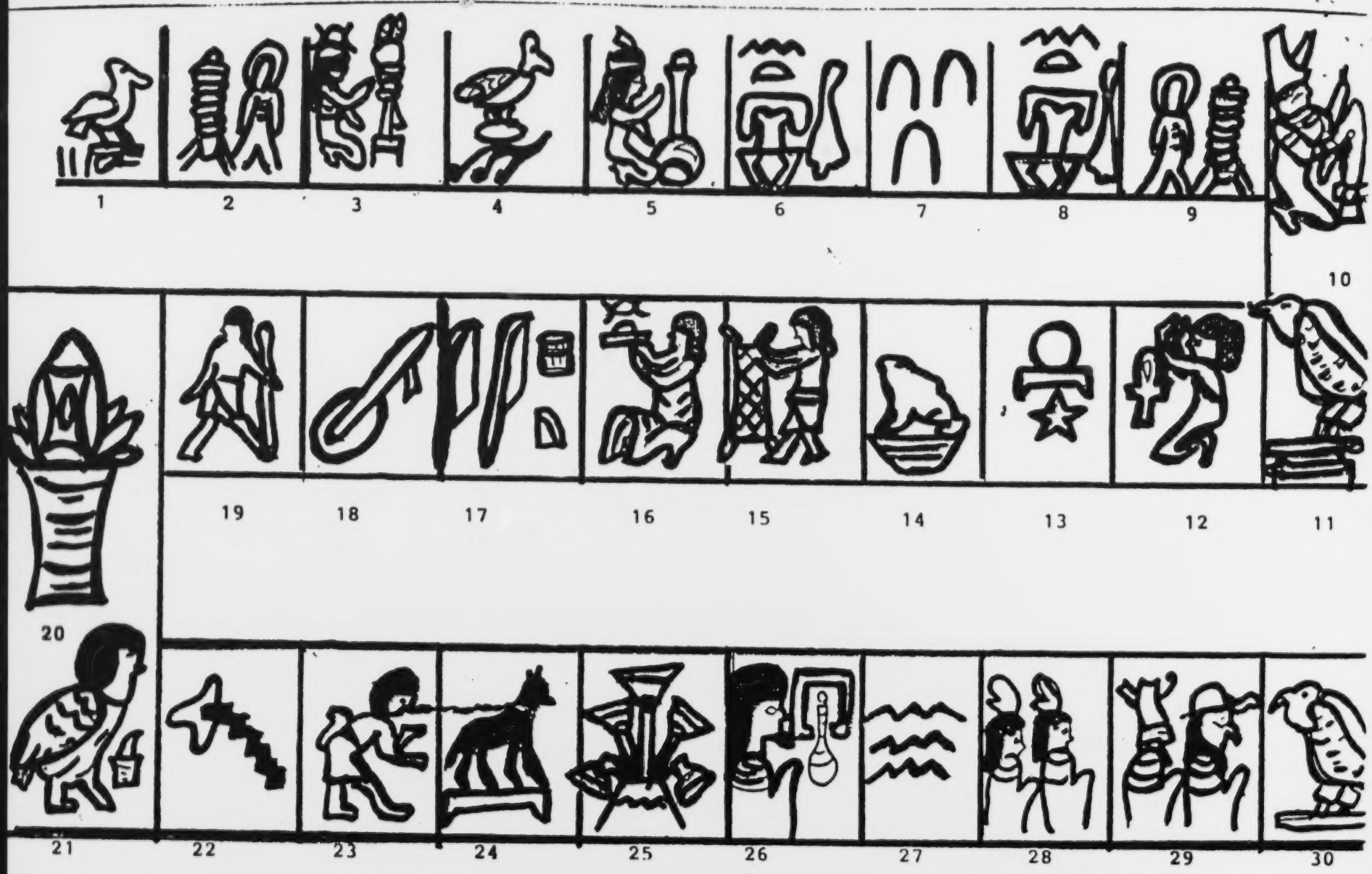

SENET

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ANCIENT EGYPT

HIEROGLYPHICS

1.

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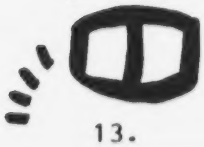
13.

14.

15.

16.

17.

18.

19.

20.

_____	stone (3)	_____	sun (7)	_____	corn (13)
_____	city (9)	_____	house (20)	_____	metal(17)
_____	night (4)	_____	desert(5)	_____	earth(8)
_____	go back (6)	_____	sand (18)	_____	sail (2)
_____	fire (11)	_____	hair (1)	_____	road (14)
_____	force (19)	_____	flower(15)	_____	mouth(16)
_____	go (12)	_____	feast (10)		

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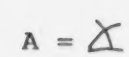
PHOENICIAN ALPHABET

A = 
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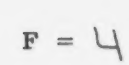
F = 
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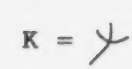
H =
I =
J =

K = 
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M =
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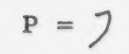
P = 
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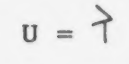
S =
T =

U = 
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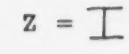
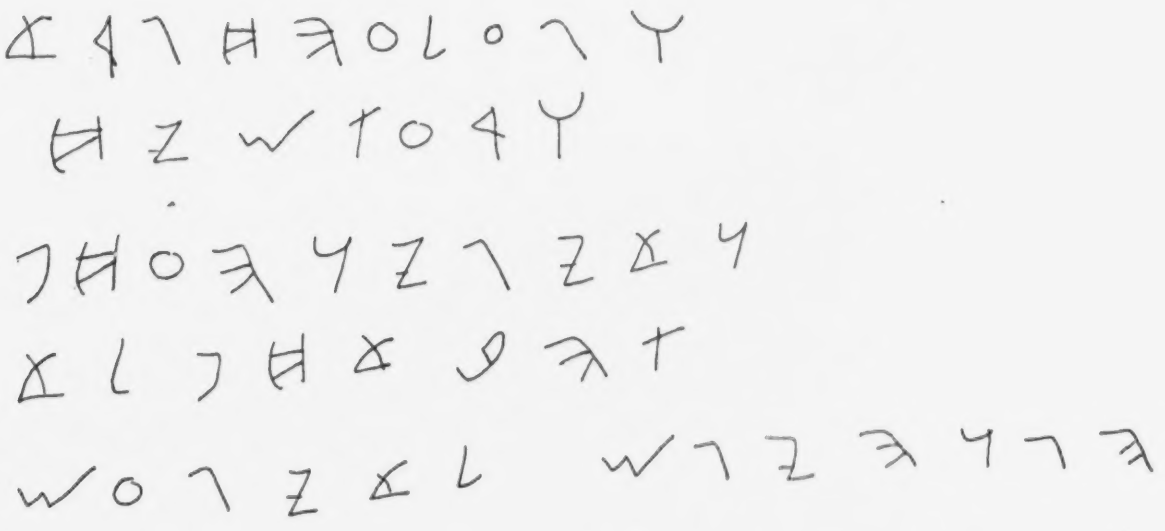
W =
X =
Y =

Z = 



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ANCIENT METHODS OF MEASURING TIME

Make a Water Clock

Take two paper cups and make a tiny hole near the bottom of one cup. Place the cups in a bowl, and fill the top cup with water.

Place marks inside the cup at the water level, and continue to place a mark for every 1/4 of an hour as the water drips out of the cup.

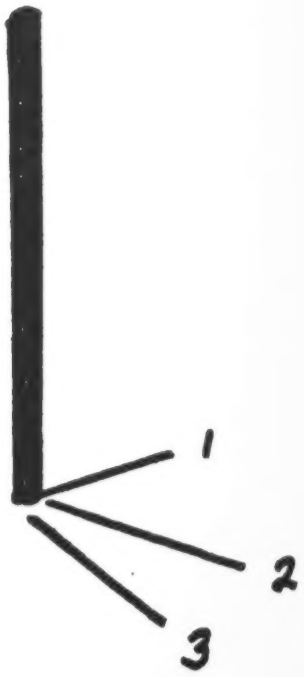
How to Make a Sundial

Place a long stick in the ground, and mark where its shadow falls each half hour or hour. The next day look to see if you measured the hours correctly.

Make a Candle Clock

Mark lines around a candle and measure how long it takes to burn between each mark.

The ancient candle clocks took one hour to burn between each mark.



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ROMAN NUMERAL PROBLEMS

Rewrite each problem in standard numerals. Find the answer. Then write the solution in Roman numerals.

1. XII + XXV = 12 + 25

2. XXXV − XIX

3. CXXXII + CCCLIV

4. MCCLIV − DCCXII

5. XXIV × V

6. XLIX × XXIII

7. CCLXXIV × IX

8. LXXIII × XIX

9. CCL + LXX =

10. MCC + XL =

Write the fraction and reduce to lowest terms. $\frac{II}{IV} = \frac{2}{4} = \frac{1}{2}$

1. $\frac{III}{IX} =$

2. $\frac{V}{X} =$

3. $\frac{X}{XII} =$

4. $\frac{V}{XX} =$

5. $\frac{VIII}{XIII} =$

6. $\frac{XIV}{XX} =$

7. $\frac{XXX}{XL} =$

8. $\frac{X}{XVI} =$

9. $\frac{III}{XV} =$

10. $\frac{IV}{XVIII} =$

11. $\frac{IX}{XXX} =$

12. $\frac{XII}{XVIII} =$

I = 1	VI = 6	XX = 20	XC = 90	CD = 400
II = 2	VII = 7	XXX = 30	C = 100	D = 500
III = 3	VIII = 8	XL = 40	CX = 110	DC = 600
IV = 4	IX = 9	L = 50	CXL = 140	M = 1000
V = 5	X = 10	LX = 60	CL = 150	MC = 1100

ANCIENT IRELAND

ARTIFACT PUZZLE

Two thousand years ago warriors sailed in leather-covered boats from Britain to Ireland. These Celts came originally from central Europe. The "Book of Kells" was written in the eleventh-century. This letter represent the "d" and"i" as two wrestling biting cat-beasts. When this book was made, each letter was believed to be as powerful as a live soldier, fighting against evil.

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SCOTLAND

MATHEMATICS

John Napier was a Scottish mathematician. As the laird of Marchiston he treated mathematics as a hobby. He invented logarithms and the present form of the decimal notation. Napier's Bones were calculating devices invented by him in an attempt to simplify logarithmic calculations. Napier published his book describing the logarithms in 1614.

NAPIER'S BONES

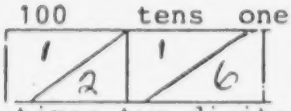
1. To multiply by one digit using the following steps:

   A. Place the index rod to the left of the rods to be multiplied. Example = 4 X 34=

   B. Add the numbers located in the diagonal spaces. See the example below:

Index rod

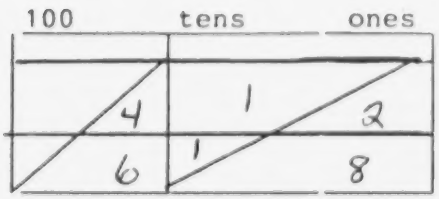
4



1 + (2 + 1) + 6 =

2. To multiply two digits times two digits see the example below:

Index rod



2 (4+1) + 2 = 52

3 (6+1) + 8 = 78*

* The 3 is in the tens column in the multiplier ∴ therefore, you need to adjust be placing a "0" to the right of the number.

52 + 780 = 832

32 X 26 = 832

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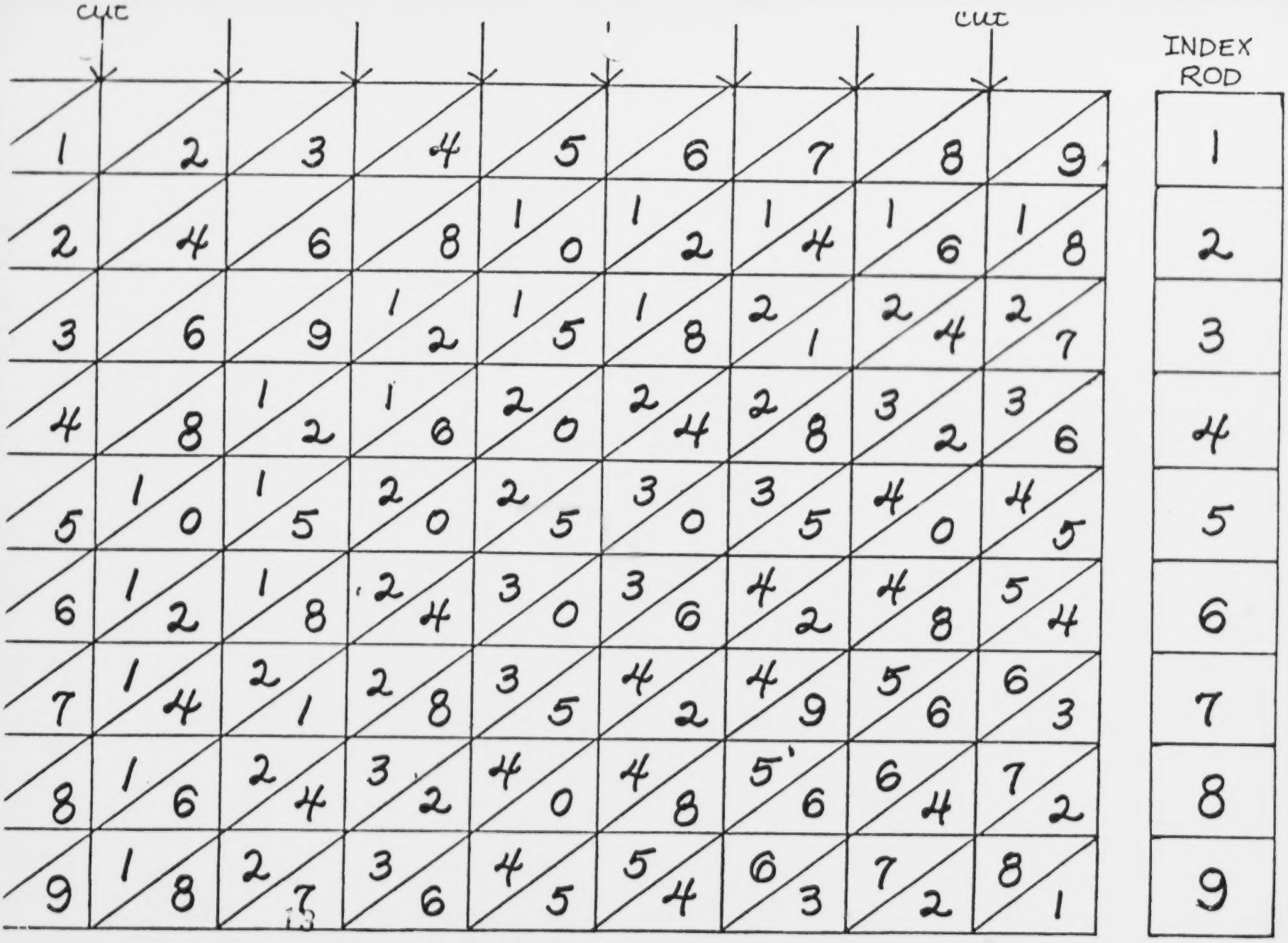

Napier's Bones

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ISLAMIC ART

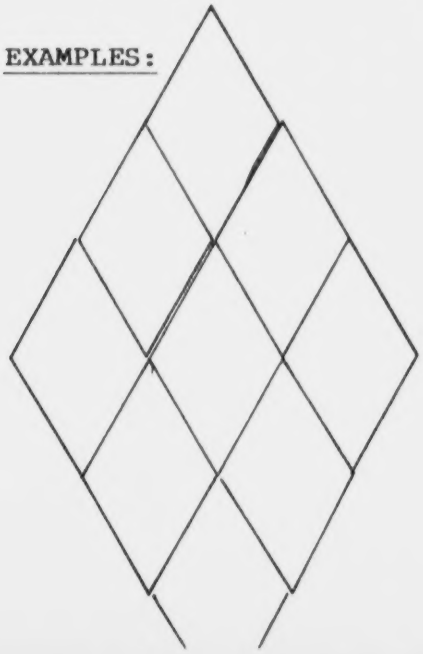
Islamic art flourished from the seventh to the seventeenth centuries. Geographically it extended from Spain to Indonesia. Mohammed had placed a ban on the representation of living figures in a religious context. This was not true of secular art which was permitted to use these models. However, as with most art of this period the energy of the artists was directed toward their beliefs. One form of Islamic art is found in the arabesque and architecture which reflected this form of ornamentation. A second type of geometric art is called a tessellation.

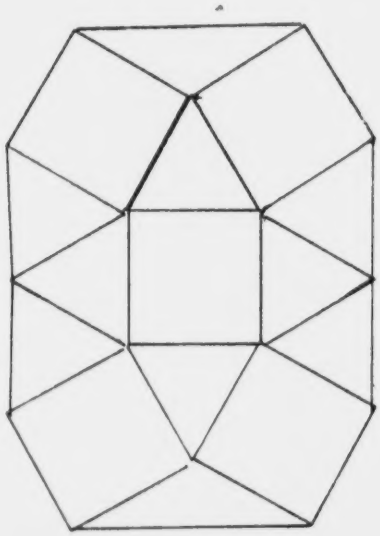
Tessellations are designs made with a compass and straightedge. There are five basic characteristics in a regular tessellation. They are: 1) composed of a small number of repeated geometric elements, 2) two-dimensional, 3) radiate symmetrically from a central point, 4) do not fit within a frame, and 5) constructed in a circular format.

TEACHING SUGGESTIONS:

1. Students identify tessellations found in nature ex. flowers.
2. Students describe different man-made objects designed in a tessellation formt ex. rugs, tile, buildings.
3. Students will draw the following: polygons, line segments, angles, and points.
4. Students will practice measuring angles and lines.

EXAMPLES:





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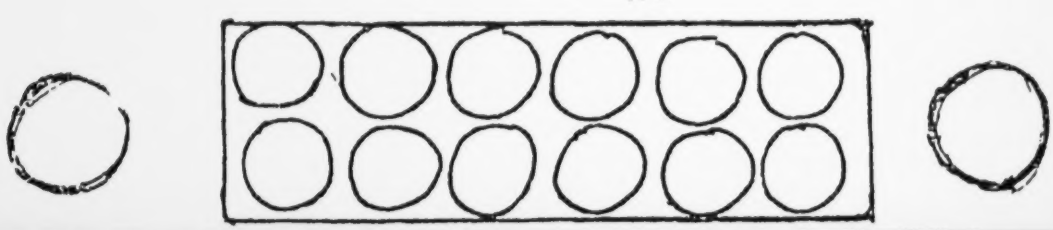
AFRICA: KALAH

This game is over seven thousand years old. It's popularity spread to India and the Roman Emperors are said to have played it.

MATERIALS: egg carton
two small bowls or cups
36 beans

DIRECTIONS: Place the egg carton and bowls as shown in the diagram at the bottom of the page. Place 3 beans in each section of the egg carton and the empty bowls on each end. The six sections of the egg carton and the bowl on the players right belong to the person sitting in front of them. The object of the game is to have the most beans in your bowl (or Kalah) at the end of the game. ALL moves are counterclockwise (to the right). A player on his turn may take all the beans out of one of HIS sections and then going counterclockwise, put one bean into each of the next sections as he passes over it until he has no more beans in his hand. If the last bean is placed in his bowl, he gets another turn. If the last bean is placed on his side in a section that has one of more beans already in it, he takes all of those beans out and places them one at a time in the next sections as before. As he passes each bowl he puts a bean there. He continues around until all beans have been taken from his hand and placed in a bowl. His turn is then over. Another way to win beans is to have the last bean land in an empty section on your side and opposite to a section of your opponent's having beans in it. When this happens you harvest (take) those beans and include the one you placed in your empty section and place them in your bowl to the right. Your turn is over. Play continues until all six sections on one side are empty. The other player takes all of the beans left on his side and adds them to his bowl. The beans are counted and the one with the most wins.



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GAMES FROM AFRICA

CAMEROON

BICOE EBUMA (10-30 players 8-14 years old

A line is drawn down the middle between two lines of players. One of the players is chosen to toss a ball. The ball is tossed back and forth aross the line from one side to the other. Any player may catch it, but he must clap and stamp their feet just once. If they do not catch the ball, the thrower starts over, The ball should be kept moving very fast, for this game. If it is thrown too slow the interest lags.

CONGO

KAMESHI NE MPUKKU (20-30 players 8-14 years old

Divide the group into three or four equal lines, which stand parllel to one and another. The players of each one hold hands, forming aisles between the lines. One player is chosen as the Rat who chases another player called the "Ne Mpuku" through the aisles. One player is chosen to call for changes in position. When he shouts "Mpuki, ekale" (meaning that the rat may stop). The players drop one anothers hands, take a position at right angles to the one previously held and join hands with the players who are now standing beside them. The aisles now run in a different direction. As the leader calls, the lines change directions quickly hoping to confuse the runners until the Cat catches the Rat.

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AFRICA

ECONOMICS

Many years ago, cowrie shells rather than coins or paper money, were used as currency in Africa. In the market, people often counted out cowries or stones to figure out the amount they owed. This is still done, even though African traders are experts at mental arithmetic.

In West Africa women play an important role in commerce, from peddling a trayful of hot peppers to controlling the food trade of a large region. Very often the young daughter helps her mother or even a small group of housewives. Primary-school children often compete with each other trying to sell their oranges or bananas for the lowest prices at the marketplace.

The students can bargain in English, in Swahili or by using the finger gestures shown below.

Swahili (every letter is pronounced) vowels are pronounced as follows: "a" as in palm; "e" as in end; "i" as in eat; "o" as in note; "u" as in cool.

1 = moja	2 = mbili	3 = tatu	4 = nne
5 = tano	6 = sita	7 = saba	8 = nane
9 = tisa	10 = kumi		

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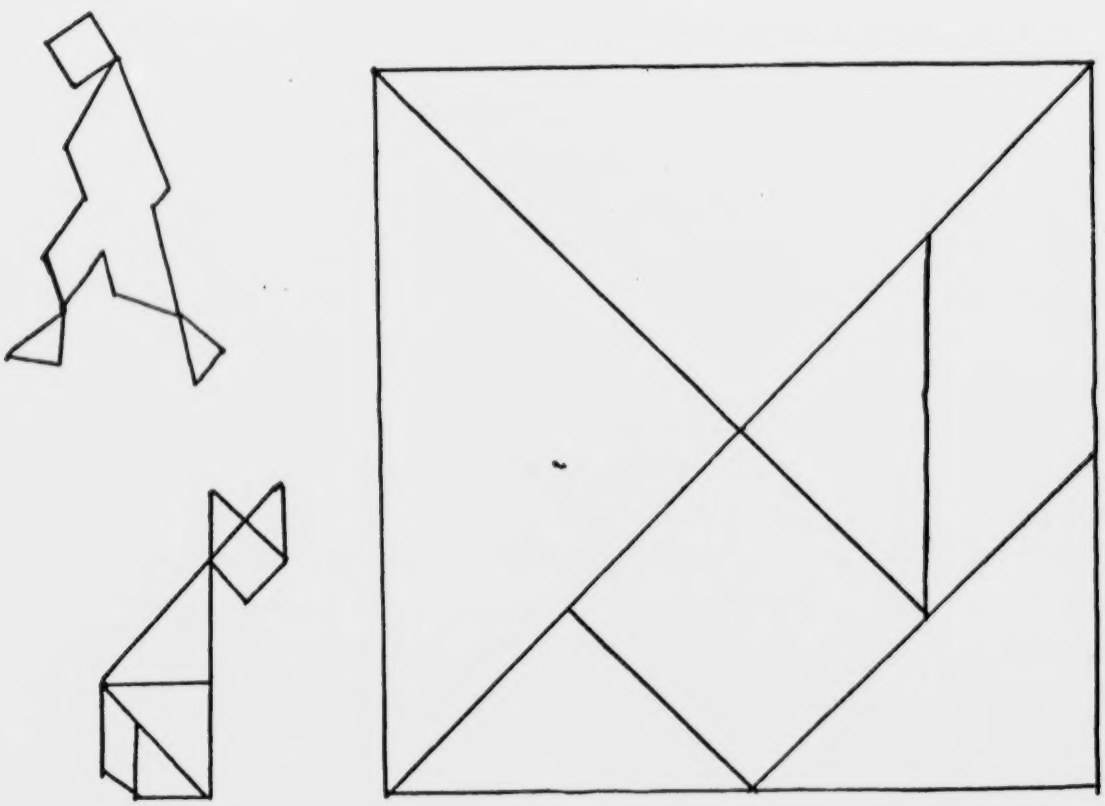
ANCIENT CHINA

TANGRAM

This puzzle was invented in China approximately 4,000 years ago. The legend says that a man called Tan owned a fine ceramic tile. One day while he was carrying it to show the emperor, he tripped. The tile fell and was broken into seven pieces. Tan spent the rest of his life trying to put the tile back together. Every time he placed the pieces together a new picture was created. One story indicates that Napoleon worked on the puzzle while he was imprisoned on ST. Helena.

We know that there are at least 300 designs that can be constructed from these seven pieces.



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YOOTS

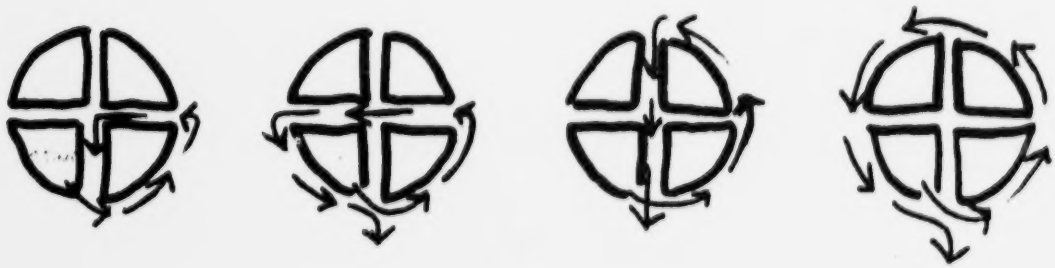
Yoots originated in Korea many centuries ago. Research indicates that it may be the "forerunner of all modern 'race-chase' games." Strategy and chance are combined to create an exciting game. It may be played by 2, 3, or 4 people of any age.

Material needed to play - 16 small discs or one color (the color should match one of the animals on the board. Four Yoot sticks (or a pair of dice) and the game board on the next page.

Object of the game is to exit all playing discs from the board.

ACTUAL PLAY

1. Each player places his discs on top of his animal.
2. Toss all 4 Yoot sticks. (1 flat side up means move one disc one space, 2 flat sides up means move one disc two spaces, 3 flat sides up means move one disc three spaces, 4 flat sides up is called a YOOT [moves 5 spaces and gets an extra turn].)
3. Three YOOTS in a row means the player may exit a disc from the board. Four YOOTS in a row means the player wins the game.
4. If a player can move a disc, he must do so. There will be times when one cannot move because one cannot land on the same space twice nor can two of one's own discs occupy the same space. (However, following a bump, which is explained below, a player will necessarily have to retrace his steps.)
5. You must follow the route drawn below. If a player's move ends exactly on an intersection, on the next move he can make a left turn. This is an instant short cut making it unnecessary to travel all the way around. No two discs can occupy the same space at the same time. If you land on the same space as an opponent you can send their disc back to the beginning.
6. The player must roll the exact number needed in order to exit. All four discs must move around the board.



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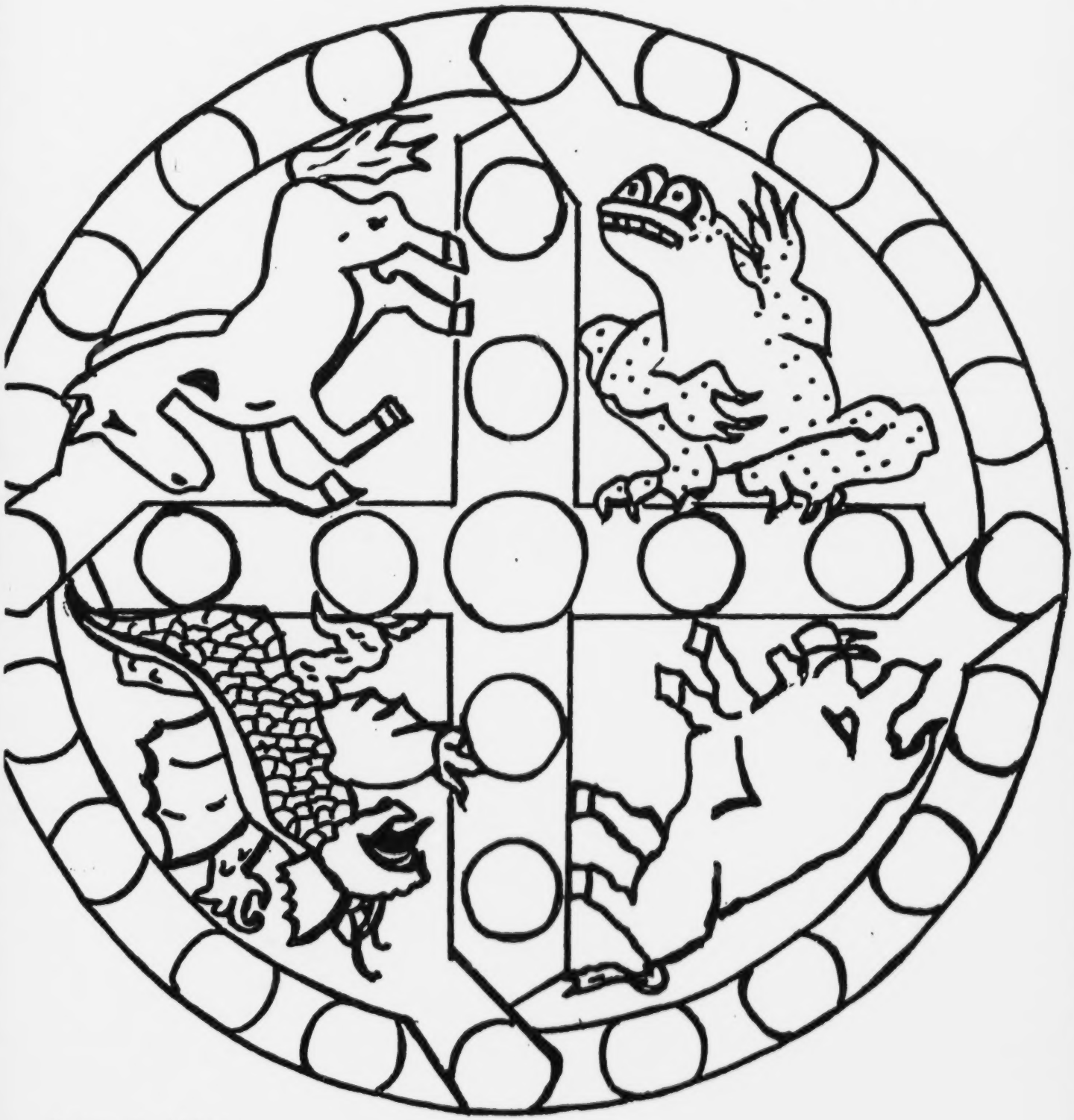

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SPICES

Spices are food seasonings made from plants. The archaeologists believe that the knowledge of seasoning food extends back at least 50,000 years. The first known reference to spices was chiselled into stone tablets 5,000 years ago by the Assyrians. Hippocrates, the Father of Medicine, lived in the 4th century B.C. He left a list of hundreds of herbs which he used medicinally, many of which are still used today. The "Bible" contains many references to spices. Almost eighteen centuries before Christ, Joseph was sold by his brothers to merchants carrying spices from the East.

The Queen of Sheba took as her major gift camels "that bare spices" to King Solomon. Later the Romans, who went first to Britain in 55 and 54 B.C. are said to have taken with them some four hundred varieties of herbs and spices. When the Visigoths sacked Rome in 410 A.D., they demanded three thousand pounds of peppercorns as part of the price for sparing the lives of the inhabitants!

Mohammed married a rich widow whose wealth came from the spice trade. Thereafter for several hundreds of years the Moslems enjoyed a complete monopoly of the spice trade; keeping secret the sources from which the spices came, and by telling stories of incredible dangers encountered upon the route. Marco Polo in the late thirteenth century first brought to Europe the glamorous tales of spices from the Far East. At this time many slaves were bought and sold for the price of a few handfuls of peppercorns. The cost of a handful of cloves was as much as a year's wage for a laborer. A pound of mace bought three sheep or a half of a cow.

The Middle Ages saw explorers roaming the seas to find spices. The East India Company successfully exchanged gold, silver and mirrors for a cargo of pepper and cloves; so valuable was the cargo that the dockers who unloaded the ships in London were given suits without pockets to stop them from stealing the peppercorns. The first pure food law in history was passed in England in 1447 - to prevent adulteration of spices.

The seventeenth century saw the height of the use of herbals for curative medicine, some famous physic gardens grew as many as 1,600 different plants.

Students can make a world map and paste an example of each spice in the correct location. (Use the information indicated on the next page.)

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AFRICA - ASIA - EUROPE

SPICES

Allspice	(also called Pimento, Jamica Pimento, and Jamaica Pepper) grow in the Carribean Islands and Central America.
Anise	grows in the eastern part of the Mediterranean, Spain, Turkey, Bulgaria and the U.S.A.
Capsicum	(this group includes chilli powder, red pepper or cayenne, and paprika) grow in the Caribbean region, Turkey, Hungary and in tropical regions.
Caraway	grows in Northern Europe, particularly Holland.
Cardmon	grows in India, Ceylon and Guatemala
Cinnamon	grows in the Far East, Ceylon, Indonesia, India South Vietnam, and China
Cloves	grow in Tanzania, on most of the West Indian Islands, Indonesia, and the Malagasy Republic
Coriander	Egypt, India, China, Mexico, U.S.A., and the U.K.
Cumin	Nile Valley, India, Africa, China, Sicily, U.S.A., Palestine and Latin America
Curry Powder	India and Ceylon
Fenugreek	South-east Europe, India, Egypt, and Lebannon
Ginger	India, China, West Africa, Jamaica and Central America
Juniper	Europe, Arctic and northern parts of Africa
Mustard	Europe, and South-east Asia
Nutmeg and Mace	Moluccas, Indonesia and Malaya
Pepper	only within ten degrees of the Equator, this includes India, Ceylon, Indonesia, Brazil and Malaysia
Poppy seeds	Mediterranean area and in Holland
Saffron	Asia, the Mediterranean area, Spain and in Portugal
Seasame	Middle East
Turmeric	the Far East, the West Indies, and in South America
Vanilla	Tropical America, Mexico, Madagascar, the Seychelles, Java and in Tahiti

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CRITICAL THINKING ACTIVITIES

SYNTHESIS

Design

A. Design an original form of shelter (clothing, or village) considering the factors of climate, natural vegetation, soil, and other natural resources in a specific biome (Example: Sahara Desert; Tundra of North America, Europe,or Asia; or Grasslands of North America, Africa, South America, Australia or Asia).

B. Design a campaign (posters, newspaper articles, radio or TV spots) to help people recognize the reality of global interdependence in today's world.

REDESIGN

A. Redesign our school taking into consideration the factors of climate, natural vegetation, soil, and other natural resources in a biome differing from our own.

B. Redesign our school using any of the following styles of architecture: Classical Greek, Ancient Egyptian, Gothic, Arabic [Middle Ages], Oriental or Futuristic.

HYPOTHESIS

A. Form a hypothesis projecting the effects of "Outsiders" upon an imaginary culture that has just been discovered. (Read the background material provided with S.O.E. E-1087)

B. Form a hypothesis indicating possible consequences of specific global problems (Research one of the following problems: deforestation, desertification, pollution, or over-fishing)

COMBINE

A. On a world map label the key resources, identify the countries within which they are located and draw several conclusions concerning possible consequences for people in underdeveloped nations. (use further research to determine if your conclusions are valid)

B. Study the two time lines covering the period of 1490-1600. Describe the advances made in Europe during this period; and the changes occurring in North and South America. Combine these descriptions and present an over-all view of the Western Hemisphere during this period of time.

EVOLVE

A. Examine the time line showing the History of Transportation. Describe the development of transportation on land, sea or in the air. Then form a hypothesis describing what new forms of transportation will probably evolve in the future based upon the past developments.

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CRITICAL THINKING ACTIVITIES

ANALYSIS

Interpret

A. Research the migration patterns of early man. Trace the probable routes, then list events and conditions that could account for these movements.

B. Analyze information gleaned from at least four special purpose maps of the same geographical area to describe the probable types of shelter, clothing, occupations, and economic conditions. (Example: rainfall map, population, elevation, land use, or natural resource map)

Detect

A. Detect the bias in data presented in various forms (advertisements, political cartoons, or editorials) and determine what viewpoint is being promoted.

B. Examine photos and read excerpts from older publications that could represent stereotyping. Then try and detect possible reasons behind the various forms of stereotyping.

Compare/contrast

A. Compare and contrast at least two cultures located on the same line of latitude in different continents (clothing, shelter, religion, occupations, governments, or economic systems)

B. Research the different forms of "justice" practiced in the Middle Ages. Students then compare these practices to our current judicial procedures.

C. Compare/contrast the concepts presented in the Magna Carta and our Bill of Rights.

D. Compare the size of Greenland and South America on any of the following types of maps: Mercator, Goode, Fuller, Millers, Lambert Azimuthal Equal-Area Projection, Conic Projection or a globe.

Connect + Relate

A. Draw the routes of the Crusaders and identify the new cultures they came in contact with and determine what new products, foods, and ideas the crusaders were introduced to and then carried them back to their home country.

B. Discuss some of the ideas and conflicts presented in various reading selections or on television and relate them to real-life situations.

C. Determine how the expansion process for the Romans, British, U.S.A., and U.S.S.R. are similar. Students will then relate this information to other cultures they have studied.

Document + support

A. Research the idea that the Christian Church provided an important unifying force during the Middle Ages.

B. Trace the changes which have occurred as a result of various inventions and record how they have affected the growth of a society. (Ex. printing press - education of the masses)

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CRITICAL THINKING ACTIVITIES

EUROPE		NORTH & SOUTH AMERICA
Leonardo da Vinci painted "Last Supper"; Michelangelo sculpted "Pieta"; Navigational schools were started in Portugal and Spain producing experts in mathematics	1490-1500	Christopher Columbus crossed the Atlantic and discovered the West Indies, and South America; John Cabot explored North America; treaty divided new world between Portugal and Spain
da Vinci painted "Mona LIsa"; Michelangelo sculpted "David"; coach invented; great advances in the study of chemistry	1500-1510	Amerigo Vespucci explored South America and named the New World "America"
Michelangelo painted Sistine Chapel; coins used in most of Europe made with copper, gold and silver; mass production used for the first time	1510-1520	Juan Ponce de Leon explored Florida; Balboa crossed the Isthmus of Panama and saw the Pacitic Ocean
Martin Luther started the Protestant Reformation; German hymns or chorales were composed; blast furnaces were able to produce large amounts of iron; coal became major fuel	1520-1530	Hernando Cortes defeated Central America and ended the Aztec Empire
Protestantism spread through Europe; Francis Bacon wrote a book describing the human body	1530-1540	Pizarro left Panama and his men fought over the Inca wealth they had captured
The lute was used in music; Copernicus wrote that the sun was the center of the universe (not the earth)	1540-1550	Cartier colonized Quebec; Hernando De Soto discovered the Mississippi River
American silver poured into Spain; the metal mercury was discovered and new metals like zinc and nickel were mixted together to make stronger mixtures	1550-1560	Over 6,000,000 Indians died because of European diseases brought over by the explorers
Thomas Watt wrote in blank verse; letter symbols used in algebra; Mercator published the map we now call Mercator Projection; potato was brought to Europe vrom South America	1560-1570	Black slaves were sent from West Africa to the West Indies, St. Augustine was founded
The first English institute for teaching science was built; decimals were introduced into mathematics	1570-1580	Sir Francis Drake claimed California for England
El Greco painted in Spain; Kepler calculated the orbits of the planets	1580-1590	First British child was born in America Colony on Roanoke Island vanished
Shakespeare wrote a great deal; Galileo agreed with the Copernican system (sun center of the universe not the earth)	1590-1600	New Mexico was conquered and colonized by Spanish explorers San Juan was founded

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CRITICAL THINKING ACTIVITIES

THE HISTORY OF TRANSPORTATION

LAND & AIR		WATER
		dug-out canoes + rafts 20,000 yrs. ag
sledges	3800-3600 B.C.	
horse-drawn chariots	3000	reed boats
	2500	wooden boats
wagon with two wheels	2000	
	1600	ships with wooden planks
wagon with four wheels	100	
coach	1500 A.D.	
	1578	snorkle-like tube submarine (GB)
	1776	1st one-man submarine used in war (US)
hydrogen balloon (FR)	1783	
bicycle (FR)	1791	
steam-powered R.R. (GB)	1804	
	1807	steamboat (US)
	1819	steamship corsses Arlantic (US)
horse-drawn bus (GB)	1829	
horse-drawn cab (GB)	1834	
streetcar with steam engine (US)	1837	
	1843	1st iron hulled steamer with propell
steam-powered air ship (FR)	1852	
underground railway (GB)	1863	
steam powered motorcycle (FR)	1869	
cable car (US)	1873	
electric train (GB)	1879	
electric trolley (GB)	1881	
automobile (Ger) + gas motorcycle	1885	
gliddcrs (GB)	1890	
gas-run bus (GER)	1895	
power drived aircraft (US)	1903	
helicopter (FR)	1907	
fly the English Channel (FR)	1909	
TransAtlantic flight (US)	1919	
diesel locomotive (GER)	1920	
jet-powered aircraft	1941	
	1954	nuclear-powered submarine (US)
	1959	hovercraft
1st manned space flight (USSR)	1961	
space shuttle	1983	

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CRITICAL THINKING ACTIVITIES

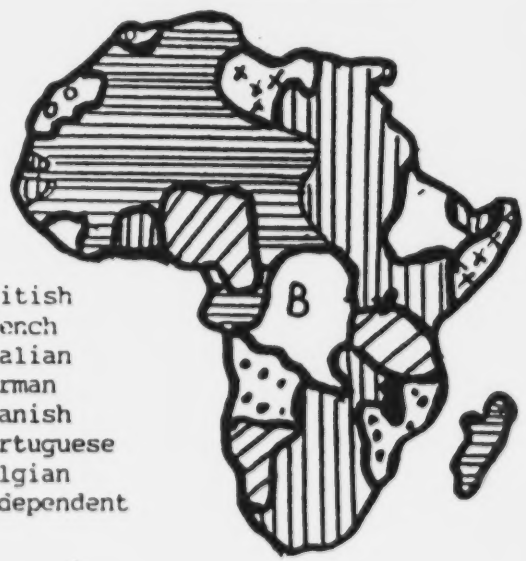
SOME AFRICAN PEOPLES

Azandi	= AZ	Mbundu	= MB	Yoruba	=Y
Bambara	= B	Mende	= ME	Zulu	=Z
Bemba	= BE	Merin	= MR		
Dogon	= D	Mossi	= MO		
Fanti	= F	Nandi	= N		
Fon	= FO	Ngoni	= NG		
Fulani	= FU	Niotes	= NI		
Galea	= G	Nuba	= NU		
Gambara	= GA	Nupe	= NP		
Ganda	= GN	Nyakyusa	= NY		
Hausa	= H	Pygamies	= P		
Herero	= HE	San	= S		
Hottentot	=HO	Somali	= SO		
Ibo	= I	Sotho	= ST		
Ila-Tonga	=IL	Swazi	= SW		
Karamajong	=K	Tallensi	= T		
Kikuyu	= KI	Tanala	= TA		
Kongo	= KO	Thonga	= TH		
Lele	= L	Tiv	= TI		
Lozi	= LO	Tswana	= TS		
Luba	= LU	Wolof	= W		

LANGUAGES

1 Afrikaans
2 Arabic
3 Bantu
4 English
5 Hamitic
6 Hottentot
7 Malayan
8 Sudanese
9 Tuareg

COLONIAL AFRICA 1914



British
French
Italian
German
Spanish
Portuguese
Belgian
Independent

AFRICA TODAY

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GAMES FROM AROUND THE WORLD

UNICEF publishes an outstanding book by Frederic V. Grunfeld called Games of the World. These ideas were taken from their book. It is sold through their organization at a reasonable price.

CHESS

This game originated in India as a war game during the seventh century. THe Muslems brought the game to Spain during their conquest in the Medieval time period. The Europeans then adapted the name of the pieces to reflect the feudal system of government then utilized throughout most of the continent.

DOMINOES

The Chinese are said to have invented dominoes at least three hundred years ago. They were used at one time to foretell the future. Merchants brought them to Europe during the 1800's when they traded with Italy. Today they are considered a national pastime in the British Isles.

KITES

The kites originated in Korea several centuries ago. It is said that a general used it to inspire his troops to victory. He attached a lantern to the kite, flew it an night, and the soldiers saw it as a new star. The soldiers interpreted this as a sign of divine help and continued to fight.

DIABLO

This type of device was once used by Chinese peddlers to call attention to their wares. In the late eighteenth century an ambassador to China introduced it to English society. A report written in 1812 is quoted as saying that it interested English society more than the preparations for Napoleon's Russian Campaign.

SOURCES FOR ADDITIONAL MATERIALS

Bellerophon Books, 36 Anacapa St., Santa Barbara, CA 93101
Books include: Ancient Africa (Egypt, China, Greece, Near East, & Rome)
Castles
Incas, Aztecs, Mayas
A Medieval Alphabet
Middle Ages
Renasissance
Tutankhamun and his Friends
Vikings
Prices range from $1.50 to $4.95.

Creative Publications, 5005 West 110th St., Oak Lawn, IL 60453
Games include: Nine Men's Morris (Ancient Rome)
History of Board Games (book includes the history and the board layouts for 66 games from around the world)
Tessellations (posters and a book introducing the concepts needed to create tessellations)
"Short Account of the History of Mathematics" (Presents the contributions from the Greeks and Arabic nations)

"Games Magazine", P.O. Box 10145, Des Moines, IA 50340

The Good Apple, Box 299, Carthage, IL 62321
Books include: Mighty Myth
Ethnic Pride

KOLBE CONCEPTS, INC., P.O. Box 15050, Phoenix, Arizona 85060
Books include: History Quizzles
Geography Quizzles
Discovery Unlimited: Thinking Through the Humanities
Political Strategies

THE METROPOLITAN MUSEUM OF ART, 255 Gracie Station, N.Y., N.Y.10028
Books include: Tutankhamun Coloring Book
Greek Myths and Legends
Games include: Yoots (Korean)
Snakes and Ladders (Hindu)
Patolli (Aztec)
Nine Men's Morris
Japanese Flower Card Game
Sound/Slide Sets: Treasures of Early Irish Art
Scythian Gold
Treasures of Tutankhamun
Temple of Dendur
The Great Bronze Age of China

MUSEUM OF FINE ARTS, Department 2S8 P.O. Box 1044, Boston, MA 02120
Records: "English Medieval Carols"
"Tis Christmas Now"(six centuries of music)
Games: Greek Myths and Legends
Knights and Castles
Netherworld (Ancient Egypt)
The Art Game

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NATIONAL GALLERY OF ART, Washington D.C. 20565
Extension Services: send for catalog of outstanding slides, films and video tapes

OPPORTUNITIES FOR LEARNING, INC., 20417 Nordhoff ST. Dept, VS, Chatsworth, CA 91311
Books include: World History Plays
World Culture Learning Kits
Time Traveler Books (paperbacks)
Word Games on World Cultures
Creative Activities for Teaching World History
World History Puzzles
Futuring: Solving Tomorrow's Problems Today

REFLECTION & IMAGES, 6607 Northridge Dr., San Jose, CA 95120
Cultural Units include: American Indians
Black History (including Africa)
Chinese
European Cultures
Holiday Customs Around the World
Japanese
Mexican

RESOURCES FOR THE GIFTED, P.O. Box 15050, Phoenix, Arizona 85060
Social Studies Projects: Time Lines With A Twist
Independent Project Kit
Risk-Taking
Discovery Unlimited: thinking Through the Humanities
Enigmas
Geography Quizzes
History Quizzes (Both books use puzzles)

STEVENS & SHEA PUBLISHERS, Dept. 2, 325 E. Wyandotte St., Stockton, CA 95204
Books include: Coloring books covering all phases of American History
European History (Folk Costumes, Middle Ages, Knights & Armor, Uniforms of the Napoleonic Wars)
Cut & Assemble: Victorian Houses
Medieval Castle
Mini-Plays: U.S. History Plays
Activities: Industrial Era
U.S. Geography Games and Puzzles
Study SKills, GAmes & Activities
Plays, Puzzles and Activities about World History

U.S.-CHINA PEOPLES FRIENDSHIP ASSOCIATION, The Center for Teaching About China, 2025 Eye St., N.W., Suite 715, Washington, D.C. 20006
Activity books include: Chinese Cultural Activities
Chinese Ribbon Dance
4-Minute Exercises for Physical Fitness
Paper Lanterns
Papercuts
World History Time Line
Acupuncture Chart
Chinese Festivals

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